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ABSTRACT

This booklet is designed as a support bulletin for Texas' "Framework for the Social Studies, Grades K-12" (ED 044 327). It capsulizes research and writing about meeting individual student needs. Individualized instruction requires that the teacher vary classroom teaching strategies so that students can engage in learning activities that are most appropriate for each as an individual. In order to set up an individualized program, a teacher must organize the program through diagnosis of students' needs, planning activities and methods, remaining flexible to allow for change, and maintaining recordkeeping of student diagnoses and student work. Some possible organization strategies are described: units, inductive approach, learning packets, contracts, independent study, programmed instruction, case studies, problem solving, group work, research seminars, simulation, sociodrama, and oral history. Recordkeeping, record of needs, activity sheet, student worksheet, and record of achievement are also described. Some models of parts of units are presented for teacher use, such as an inductive exercise and a simulation game. The booklet concludes with suggestions for selecting resource materials and a list of suggested materials for a professional library. (ND)

Classroom Strategies For Individualizing Instruction In the Social Studies

Texas Education Agency
Austin, Texas
1976

SOCIAL STUDIES SECTION
DIVISION OF CURRICULUM DEVELOPMENT
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FOREWORD

Classroom Strategies for Individualized Instruction in the Social Studies was developed primarily for use by the classroom teacher. However, principals, supervisors, teacher education personnel, and prospective teachers may also find it helpful in their work.

The bulletin may be used on an individual basis as a springboard to try new strategies and organizations to add interest to the teaching-learning process or it may be used in staff meetings or education methods courses for information, discussion, and design of classroom organizations.

This bulletin was prepared by public school personnel and members of the steering committee of the Demonstration Schools for Individualized Instruction Network.

M. L. Brockette
Commissioner of Education

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CONTENTS

INTRODUCTION

The typical schools of the past had one teacher in one room with one class composed of approximately 30 children studying one textbook per subject. Only in the primary grades might there have been any grouping--and that was usually in reading with three groups commonly called Redbirds, Bluebirds, and Yellowbirds, but known to all children as the good readers, average readers and poor readers. As for social studies, all students were expected to read at the same level in the adopted book with its long involved sentences, numerous place names, and technical terms. Although sensitive teachers through special efforts enabled some less capable students to find a measure of success, a number of students left school after repeated failures and became absorbed in the world of work.

Schools continued with much the same organizational pattern, teaching methods, and instructional material--the single textbook. When Sputnik I blazed into the sky in 1957, a chain reaction began that involved the entire educational world. Immediate attention was given to science, mathematics, and foreign languages. In the early 1960s social studies also experienced a demand for change resulting in more than 100 social studies curriculum projects.

The one characteristic which these projects had in common was an attempt to meet the needs of each student, or to vary instruction. Ways to develop individual student learning became the chief aim of education.

At the same time the national efforts were being undertaken an extensive study was conducted in Texas by Texas Education Agency staff members, the Curriculum Committee of the Texas Council for the Social Studies, study groups in Texas school districts, and staff members of the regional education service centers and many teacher education institutions. The results of this study were incorporated into the Texas Education Agency bulletin, *Framework for the Social Studies, Grades K-12*, which is intended to provide guidelines to Texas public schools in planning their social studies programs and to serve as a basis for state adoptions of social studies textbooks.

Classroom Strategies for Individualizing Instruction in the Social Studies is designed as a support bulletin for the *Framework*. However, it is not meant to be a definitive work but to capsulize much of the research and writing on meeting individual student needs.

Classroom Strategies for Individualizing Instruction in the Social Studies is an outgrowth of the goal to translate the joy of learning to each student in his or her own way through varied classroom strategies. It presupposes that the social studies classrooms need a wider array of activities and approaches to supplement the teacher's present methods of teaching.

I

INDIVIDUALIZING INSTRUCTION: THE WHAT, THE WHY, AND THE HOW

Don't teach me what you are capable of teaching; teach me what I am capable of learning.

A Student

Current teaching methods often block learning and promote conformity. . . .

Rita S. Dunn

WHAT IS THE FUNCTION OF VARYING CLASSROOM STRATEGIES AND WHY DO IT?

The purpose of varied instruction is to enable students to engage in learning activities that are most appropriate for each as an individual. To understand how that purpose may be achieved in social studies, one must examine the scope and objectives of the subject area. However, the teacher must plan not only content and skill development for students in the class, but also develop attitudes and meet individual needs, interests, learning modes, and rates.

Just as chronological age and grade assignment are not indicators of the size clothing a child wears, age and grade are not guides to appropriate learning tasks. An entire class should not be treated in assembly line fashion with exactly the same assignments. If the educational goal is to help each student reach his/her potential, different learning styles and rates must be understood, and provisions made to accommodate the differences.

Some learn best	Others learn best
• under the direct guidance of a mature person	• when completely on their own
• when they experience directly or concretely	• vicariously or when told about
• by reading	• by viewing
• by discussing with others	• by listening to others
• when they discover for themselves	• by the deductive method

. when praised for their efforts	. when prodded
. when short, frequent assignments are given	. when a long assignment is given
. when working alone	. with others in groups
. with frequent help	. by figuring things out for themselves
. with frequent repetitions and reinforcement	. with little practice

Individuals also differ in the timing and rate of learning.

Some learn	Others
. initially and retain the information or skill	. grasp initially but quickly forget
. initially and are motivated to learn more	. grasp initially and are bored thereafter
. best in the morning	. are slow starters but become alert later in the day
. in brief segments over a period of time	. require indepth experience for a shorter period of time

Other factors, which may vary from day to day, influence the learning mode and rate. These include

- the nature of a particular task
- the learner's growing rate, coordination, and state of health (a cold or headache, lack of sleep, no breakfast or lunch)
- the mood of the learner
- the weather
- the individual's interest in the task

Teaching techniques, strategies, and materials need to vary within the classroom in order to

- aid individual learning styles
- aid individual teaching styles
- teach some information better and more efficiently
- approach the teaching of skills in different ways
- keep students and teachers from being bored.

In an increasingly complex, pluralistic society, it is no longer enough just to recognize student differences; there must be instruction oriented toward the individual and paced for and by the individual.

HOW TO VARY INSTRUCTION FOR INDIVIDUAL DIFFERENCES

Four organizational components for setting up an individualized program to meet learners' needs are presented in the Texas Education Agency publication *Individualized Instruction: The Focus of Concern* (1972). They are diagnosis, planning, flexibility, and recordkeeping.

The first step in organizing a program is the *diagnosing* of needs.

Social studies needs involve skills, attitudes, and content. The skills include map and globe skills, learning processes skills, listening skills, and discussion skills. The attitudinal needs include those of valuing and evaluation. Content needs for students are of three types:

- Survival information, such as safety and traffic regulations
- Information which one needs to function within a given culture or cultures, such as the constitutional rights and responsibilities of a citizen
- Information which the learner feels enriches his/her life and adds to its interest

The content of electives in schools may be considered to be the last type of information although content in required and elective subjects may include all three types--the "have to know," the "need to know," and the "nice to know."

However, social studies needs are not the only ones which the teacher must take into account when diagnosing a student. Information about each student's unique characteristics must be discovered and, the earlier it is known, the more helpful the teacher can be.

Kindergarten and first grade teachers note differences in children by observing their physical, social, and emotional characteristics. The teacher may soon note behavior indicating an attitude of "I'm no good" or of self-confidence, of hunger and neglect, or of love and security.

As children grow older, they mask their problems but the differences are apparent to the discerning teacher. Children with healthy self-images are open to new ideas, have the ability to cope with life's problems, and are ready to learn.

The teacher approaches each child with a friendly and sincere interest, building confidence and offering encouragement, realizing that children

- need success, security, recognition, and satisfaction
- can develop potential with proper guidance and at their own rates
- need to feel a sense of belonging, of appreciation
- can expand their vocabularies and develop skills
- have unique abilities which are of value

To better diagnose the educational and personal needs of each child for planning of instruction, the teacher may

- observe participation in small-group activities
- schedule a conference with parents or a visit to the home
- talk with the counselor or other school personnel
- listen to the students as they talk informally

- note clues in written assignments
- use questionnaires and checklists
- examine art work
- use sociometric tests
- administer an interest inventory test
- observe reactions or comments about films, recordings, and television programs
- refer to cumulative records

The teacher may plan assignments for the chief purpose of gathering information about student needs. Primary children may draw pictures and older students may write paragraphs on such topics as:

- The People in My Home
- What I Like to Do When I Am Alone
- My Best Friend and I
- My Jobs at Home
- I Would Rather . . .
- The Most Fun I Ever Had
- I Was Most Frightened When . . .
- I Was Sad When . . .
- If I Had $50 . . .
- My Favorite Subject

This writing should not be corrected or criticized in any way and any information in it should be confidential. The chief purpose for such writing is to enable the teacher to discover individual needs or abilities. In fact, one teacher who had 10 or more tense, frustrated students who frequently interrupted the class with loud arguments placed a box on the corner of the desk. Each time a student became upset, he/she wrote about the problem and suggested a solution and placed it in the box. The student could sign the note or not as he/she wished. The teacher read the contents of the box each day and made a few of the changes suggested but the primary value of the method was a calmer class.

A middle school teacher had students purchase a loose-leaf notebook to leave in the room for use one day

each week. Each Monday morning the notebooks were distributed and the students wrote anything they wished about what had been done during the week or weekend. With the help of the school counselor interpreting these writings, the teacher learned a great deal about the individual differences and needs of the students.

Another way of diagnosing students is to watch them when they are working. When observing small-group discussion, class discussion, or committee work, the teacher looks for

- the student who is ignored or ridiculed by others
- the student who makes no contribution, who is silent or withdrawn
- the student who monopolizes the discussion, who is unusally loud or belligerent
- the student who commands the group's respect, the one others seem to follow
- evidence of special interest, knowledge, or experience

Another method of information gathering for diagnosis is to plan a unit that includes a wide variety of activities from which a student must choose one or more so that the teacher can assess special talents. These might include:

- Art--drawing, painting, crafts
- Mechanical ability--constructing, drawing detailed plans, preparing models
- Writing--clear, creative expression of ideas
- Dramatic ability

When observing or assessing students, the teacher may make notes, use symbols in a grade book, or another method. At no time is the gathering of information about individual differences completed. As the teacher receives some clues concerning needs or abilities, appropriate experiences are planned.

Planning, the second organizational component or step for setting up an individualized program, determines the use of textbooks, activity cards, audiovisual resources, manipulative materials, commercially prepared materials, peer instruction, teacher-group instruction, teacher-individual learner instruction, common difficulties encountered, materials that need to be constructed or identified, and the objectives to be chosen. *Classroom Strategies for the Social Studies*, page 15, gives ideas for a variety of activities and methods of organizing.

Although students may learn better through a particular mode or style, this method should not be used exclusively in planning activities. Some experiences utilizing skills or learning methods in which the student is weak should be provided through a variety of activities.

Flexibility, the third component of organizing an individualized program, necessitates variety in content, skills, activities, and instructional materials. Groups should not be static but should vary in size, composition, function, and duration to be effective teaching tools that meet individual learner needs. When additional data are received, experiences are modified accordingly. This bulletin is designed to help teachers expand their flexibility by varying their classroom instruction and options.

Recordkeeping is the fourth and final component. Two types of recordkeeping are needed: those records which are kept in diagnosing the student and those kept on student work. Of course, the two types will overlap.

Recordkeeping is for teacher use, student use, and parental use. A simple form might be a profile which would list competencies or objectives, pretest dates and scores, activities for learning, posttest dates and scores, and comments. The activities would use as many different kinds of materials as possible so that

students would have a high likelihood of acquiring the skill. Students as well as teachers could keep the records, particularly at the upper elementary and secondary levels.

If teachers decide to try to individualize using the four steps--diagnosing, planning, providing flexibility, and recordkeeping--they may also find it helpful to use the three levels delineated in *The Focus of Concern* in order to move smoothly into such a program.

Level One is self-paced instruction. At this level "all students are expected to acquire the same competencies, but the pace at which they move will vary." The time needed to learn materials and gain skills is different for different students, although the materials and methods by which each learns may be the same.

Level Two provides different routes in which "all students are expected to acquire the same competencies, but the routes they take to acquire the competencies and the time they take will vary greatly." Even though a teacher may expect all students to learn, for example, cardinal directions, the methods or ways in which the various students learn them may be different. Some may learn by watching a filmstrip, some may learn by map exercises, some may learn by marking the directions on the walls of the classroom or other places in the school buidling, and some may use all these methods to learn a skill.

Level Three is independent learning. "The learner selects both the competency to be acquired and the method to attain it and has control over the length of time that he will devote to it." That is, the student determines what he/she is to learn, how to learn it, and how long it will take to learn the material or skills.

The student in Level Three also has to assume the major responsibility for his/her own learning. How-

ever, even at Level Three the teacher will continue to make some value judgments and to prescribe some of the students' studies. While Level Three is good for some students some of the time, it is not the final goal of individualized instruction, for social studies skills are not enhanced when a student works in isolation.

II

CLASSROOM STRATEGIES FOR SOCIAL STUDIES

The teacher is a manager of learning rather than a disperser of knowledge.

Unknown

Different types of objectives imply a variety of ways to teach.

Edwin Fenton

The diagnosis of individual differences provides the raw materials from which to build a framework of a social studies program for a particular class. Meeting the needs and developing the potential of the variety of learners found in most classrooms demand a wide variety of learning activities, materials, and media.

Some of the strategies described in this bulletin are ways of organizing content, and some are types of activities and are designed to suggest a variety of approaches for individual needs. Approaches included are

- units
- inductive approach
- learning packets
- contracts
- independent study
- programmed instruction
- case studies
- problem-solving
- group work
- research seminars
- simulation
- sociodrama
- oral history

UNITS

The unit method of organizing instruction has been used extensively in the United States since the 1930s. Basically, a unit is a plan of instruction for one of the major parts of the year's work. Units are generally grouped into two categories--resource units and teaching units.

Resource units may be prepared by a state department of education, by a curriculum committee, by a workshop group; or they may be purchased from commercial publishers. Some units are available in teachers' manuals that accompany textbooks. The resource unit is not intended for a specific group. Instead, the purpose is to present a great variety of suggestions from which a teacher may select those which are appropriate for a particular group. A resource unit may include these components:

- Rationale
- Learner objectives with lists of skills, understandings, and attitudes which might be acquired during the course of the unit
- A comprehensive list of activities from which the student may choose for learning subject matter, expressing ideas acquired, working in groups or independently, sharing, experimenting, creating, and presenting
- Reference materials including textbooks; supplementary, library and audiovisual materials; and community resources
- Evaluation suggestions

The *teaching unit* is planned by an individual teacher, a team of teachers, or cooperatively by teacher and class. This unit considers the characteristics of the particular group for whom it is intended--group members' abilities, needs, interests, strengths, and weaknesses which have been partially determined in the diagnosis and in the evaluation of previous activities.

From the wealth of suggestions included in available resource units, a series of learning experiences is designed to enable a particular group to achieve specific objectives. The unit thus planned should take into consideration:

- The experience background of students
- The relevance and significance of the content
- The maturity of the students
- The interest and abilities of the students
- The varied learning modes of individuals within the group

Whenever the maturity of students permits, they should have a part in planning the unit. Units are known by a variety of labels: experience units, problem units, project units, chronological units, and topical units. Generally, however, units

- are organized around a unifying theme
- occupy a period of time ranging from one week, perhaps in the primary grades, to six weeks or more in the secondary schools
- involve a variety of organizational arrangements such as large-group, small-group, committee, paired, and individual activities

INDUCTIVE APPROACH

The inductive method of teaching has been advocated for many years but until recently it was seldom used in American classrooms. The movement of the 1960s toward a *new social studies* brought definite improvement in teacher understanding and use of inductive techniques. The movement also resulted in the preparation of textbooks and other materials designed for this kind of teaching.

This approach enables students to learn how to learn rather than to memorize isolated facts. The teacher guides students to explore concepts in the various disciplines and to find out how to study the world about them. Students formulate and test ideas, draw upon their own personal experiences, attempt to deal wisely with data, and defend positions.

Many kinds of materials may be used in inductive teaching. For example, an authentic replica of a 1760 document of Williamsburg, Virginia, may be duplicated or shown on a transparency or slide. Each student reads the document and lists statements about the society from which it came. The class is then divided into small groups to compare individual statements and prepare a group list. A student from each group may read the items from the group list while the teacher records the items on the chalkboard. The teacher may ask for justification of any questionable statements. Students may be led in categorizing statements such as economic, social, and political aspects of the society. The class then attempts to reach a conclusion as to the place, people, and purpose of the document.

An artifact or slide of an artifact may be used with students. While examining the artifact or slide, the students try to find answers to such questions as:

- What is it?
- Who might use it?
- How would it be used?
- Why would it be used?
- Would it be used today?
- What does it tell us about the people who used it?
- How can we find out the correct answers?

Students may work alone for five minutes, discuss in small groups 10 minutes, and report group conclusions. If appropriate, answers may be verified through research.

Other materials which are appropriate for inductive lessons include:

- Film (without sound)
- A coin

- An old map
- A musical selection or lyrics
- A cartoon
- A selection from a diary, log, or letter
- Craft or painting

Inductive strategies generally include the following steps:

- Examination
- Collecting evidence (individually, in small groups, as a class)
- Categorizing data
- Reaching tentative conclusions
- Verifying conclusions

Learning inductively helps the student to view knowledge as tentative rather than absolute and to begin to understand the complexity of verifying knowledge and the processes involved in it. The techniques used in the classroom are also valid in helping solve individual problems. Inductive methods can be used profitably with students of all abilities and offer highly motivating opportunities to the teacher who individualizes instruction.

LEARNING PACKETS

The learning packet is a structured program of suggested objectives, activities, and materials. The packet usually begins with a rationale (why, what, when, and where) and objectives. Students usually administer and correct a pretest which indicates that they need work in particular areas or that they have sufficient knowledge to take the packet examination and move on to the next packet.

If the pretest shows weaknesses, the student moves into learning activities which involve a multisensory,

multimedia approach. The activities in most packets are designed to accommodate both slow and fast students and may include tapes, seminars, reading, films, discussions, and the like. The activities have been described as a variety of tours leading to a specific destination, from which a student may choose the route most appealing or appropriate to him or her.

Upon completion of the activities individual students administer and correct a posttest to determine if their weaknesses have been corrected. If the students have been successful, they take the examination which determines the level of success and grade of achievement.

Learning packets can be purchased. Learning Activity Packets (LAPs) are available for a number of social studies topics. These are described as an intricately structured program in which

- the teacher is given such roles as guidance counselor, confederate, dispenser of information, and evaluator
- students are encouraged to make decisions, contracting for their own education by choosing from a variety of situations directed at a specific goal (In-depth study opportunities are available if the student's interest is keenly aroused.)
- rather than a lock-step method of learning, a variety of methods and materials enable students to arrive at a goal by the means most appropriate for themselves as individuals

Many teachers write their own LAPs. A helpful bulletin *A LAP on Writing LAPs*, November 1969, by Kenneth T. Smith, is available from Broward County Board of Public Instruction, Fort Lauderdale, Florida 33301.

CONTRACTS

The contract is a method of organizing materials and activities to meet individual needs that involves an agreement or "contract" between the teacher and a student that a certain amount of credit will be granted upon the satisfactory completion of a specified amount and kind of work. A contract may enable students to work independently on a project in which they are interested as an alternative to regular class participation for an agreed-upon period of time. Or a school may utilize the contract method exclusively, with students executing a series of contracts and receiving credit for a course upon successful completion of the contracts. Alternative schools frequently employ the latter method in an effort to offer an alternate way of completing high school to a potential drop-out who has not found success in a regular classroom.

A contract, then, is an agreement between student and teacher which includes such elements as these:

- Objectives
- Materials
- Activities
- Methods of reporting
- Assessment

In preparing a contract, the students and teacher may work cooperatively in determining objectives and assessment while the students individually select the materials and activities according to their modes of learning, although the teacher may assist in these elements upon the request of the student.

Contracts may be utilized to enable an individual to learn or reinforce a skill when a need for such skill is observed. Or they may enable students to pursue an idea, an experiment, a project, or a problem in which they are interested as a replacement for, or

in addition to, the regular classroom program. Under certain conditions and with some students the contract is a good method for varying instruction.

The term *contract* is also used to designate an agreement made by a student to complete a specified amount of work for a minimum grade or level of achievement, an additional amount of activities completed to earn a higher grade and yet an additional number of activities for a maximum grade. This type of contract is popular with some students. One advantage of the grade contract is the learning acquired by the student about how to budget time in order to complete the work. In preparing this type of contract, the teacher or teacher and student prepare activities or objectives appropriate for each column below.

C	B	A
Exercises involving acquisition of basic facts	Activity using or extending factual knowledge	Creative project extending or enriching basic learning

INDEPENDENT STUDY

Independent study is self-directed learning allowing one student or a small group of students to develop personal competencies through experiences which are free from constant supervision. These experiences may include reading, writing, researching, examining, creating, using media, and the like, which permit the students to perform effectively on their own.

An independent study project may be initiated by the teacher or by the student. The teacher may note that a particular student is more advanced than other students regarding some planned group experiences and suggest some alternate experiences that the student

might engage in independently. The same might be true for a student who exhibits a deficiency or who shows a special interest in some topic and approaches the teacher for advice or guidance. In any event, the student and teacher should cooperatively plan as they did in contracts, but without the limitations of a specific grade,

- the general scope of the independent activity
- the objectives
- time allotment
- suggested materials
- assessment procedures
- any limitations

independent study offers the teacher another method for individualizing instruction. Some of the advantages of this method include

- helping students learn how to study
- offering opportunities for exploration and creative thinking
- providing an opportunity for following individual interests
- helping students gain a mastery of themselves
- helping students organize collected information and data into a meaningful whole

PROGRAMMED INSTRUCTION

A variety of programmed materials available for social studies instruction is useful in meeting the needs of some students. Originally, programmed instructions were designed for use with teaching machines but currently may be acquired in booklet form and in kits. Programmed instruction can be used in a variety of ways, such as with groups, peer tutoring, or independent study.

Programmed materials are auto-instructional devices. A concept is divided into small ideas, segments, or steps arranged in sequential or logical order. Students respond to statements or questions following each step and check their individual response immediately. Thus they are able quickly to correct an error or receive rapid reinforcement for achievement. The mastery at each step motivates students to proceed to increasingly difficult materials moving from the known to the unknown in a step-by-step progression according to their own rate of learning.

Some of the advantages of programmed instruction are:

- A minimum amount of teacher time is involved.
- Materials are relatively inexpensive.
- Small schools may utilize programmed materials to provide learning experiences in subjects normally not offered in the regular curriculum.
- A single programmed text may be used by several students who check the material in and out of the resource center during their independent study time.
- Materials are available for remedial teaching or as enrichment for students who wish to pursue ideas beyond the content of a regular course.
- Programmed instruction may be used with one individual or with groups.
- Material in kits usually is arranged to permit easy student access and to prohibit destruction other than normal wear.

Many commercial materials are available including programs for complete courses. Booklets and kits are available from a variety of sources for teaching, reviewing, or reinforcing social studies skills. These include such topics as:

- Getting the main idea
- Using maps and globes

- Following directions
- Drawing conclusions
- Organizing and reporting skills
- Interpreting and using graphic materials

Programmed instruction materials meet the basic requirement for individualizing instruction since they permit self-pacing. By matching the readiness of a learner to the prerequisites of a program, teachers may utilize programmed materials to help ensure maximum development of individual potential.

CASE STUDIES

A case study is an investigation of a single situation, issue, or decision in some depth. The purpose of this approach is the examination of detailed information about a relatively narrow subject to enable students to gain deeper understanding. The case method encourages students to analyze a particular case critically. The analysis may involve

- identification of known facts concerning the case
- consideration of these facts
- decision and its evaluation

Many types of materials are suitable for use in a case study approach, but these are generally characteristics to consider when selecting a case:

- Will it be of interest to the student?
- Will it lend itself to different types of analysis?

Cases may be open-ended or closed. With closed inductive materials, the student is expected to discover specific knowledge or conclusions. Open-ended materials have no single correct answers. A conclusion is valid if students can present rational justification for their positions or conclusions.

Materials appropriate for use in a case study approach are these:

- Pictures
- Films or filmstrips
- Cases of "lost possession," found money, or similar actual or fictitious school problems
- Newspaper accounts
- Documents such as letters, diaries, contracts, laws, reports
- Summaries of court cases
- Cartoons

Many paperbacks designed for history, government, and world studies contain case studies appropriate for these subjects. Professional magazines and books contain problem cases suitable for elementary and secondary grades.

The case study approach may be used with a class or with small groups. With the class, a teacher may present a case orally, on cassette, or in writing by distributing printed copies to each student. Questions pertaining to the case may be asked orally or presented in print. Students may react individually or discuss in small groups. After time for reflection, students may present their positions and justification or, in a closed inductive selection, the teacher may question students in an effort to help them arrive at the logical solution. In government classes the teacher may use actual court cases. After students reach a conclusion, their results may be compared with the court decision.

Cases may be read to the class or presented through audiovisual media for small-group discussion and attempts to reach conclusions and justifications. The case study approach may be used with other teaching activities such as

- role-playing
- writing cases similar to those studied
- writing briefs and position papers
- participating in seminars
- preparing cartoons

The case study approach may be used with some classes, with certain groups within a class, or with some individuals as one method of individualizing instruction.

PROBLEM–SOLVING

Problem-solving as a method of instruction is as old as man: Socrates, one of its proponents, used it as the major objective of education. A renewed interest in problem-solving has come about, however, because of emphasis on the structure of disciplines and the knowledge explosion. Two major approaches in the use of problem-solving are to

- create an environment in which students are motivated to ask questions and search for answers under the guidance of a teacher
- provide students with a problem or series of problems, motivating them to search for answers

Problem-solving as a method of instruction

- is based on the fact that teaching is not telling
- uses inductive and deductive thinking
- involves the selection of a problem which arouses curiosity
- utilizes critical thinking
- requires a variety of media and materials

Perhaps the most important consideration in successful utilization of problem-solving is the selection of problems. To find out why some Americans were critical of Sinclair Lewis may be of vital importance to the teacher, but most students could care less. Involving students in the selection of problems is helpful in some instances. For example, a primary teacher asked the children what they would like to find out as part of a preselected unit on the postal service. Their questions or problems to be resolved were:

- Why did mail service begin and when?
- What was the Pony Express?
- Where did it go? Why?
- How many kinds of mail trucks are there?
- Have postal workers always worn uniforms?
- Why do they need uniforms?
- How does a letter I mail get to where it's supposed to go?
- How long have we had airmail? What other ways can mail travel across the country?

If students are operating at Level III of individualized instruction (See page 14), they may come up with their own topics and questions for problem-solving. Though the teacher may present a topic to the class for problem-solving by individuals or small groups, all students should learn to identify problems within topics and to decide what questions need to be asked in order to find solutions for the problems. For example, the teacher may present the idea that they are to pretend the year is 1607. They have decided to take their family to the distant land of America. The trip will be very long, difficult, and probably dangerous. The conditions they will face in a practically unknown land are uncertain. So the students need to decide what is the problem. If they come up with one like "What do you need to take with you to make the long trip across the ocean and for living in a strange new world?" they will need to

determine what questions to ask in solving the problem and where to go to find some of the answers.

In the activity "Print a journal or news sheet of the year 1864," the problem would be what items should go into such a paper. Each student could prepare one item. Problem-solving previous to preparation of items would need to include researching such questions as these:

- What kinds of journals were there then?
- What were news sheets like?
- What news events occurred in 1864 at a specific time?

Other examples of problems are the following:

- Students compare accounts of the same event in several different newspapers. Why there are differences becomes the problem. The students would also need to explain which accounts they thought to be the most nearly accurate and why.
- Students compare two or more cartoons on the same topic, explaining the differences.
- Students receive a list of details concerning a typical day in the life of a family; they identify the country in which the family lives and describe their socioeconomic status.

Problem-solving involves finding and organizing information that leads to solutions. Traditionally books have been the primary source of information. Other sources may be used, however. Solving problems may include

- asking questions of others
- looking at pictures
- taking field trips
- viewing films and filmstrips
- examining artifacts

- using maps, globes, and atlases
- viewing television programs
- using past experiences

Most people encounter many problems in their daily lives. Problem-solving in the classroom can enhance social studies learning and thus provide the process students can use in solving problems they encounter throughout life.

Two clarifications might be made to students involved in problem-solving experiences. First, the problem probably will not be solved. Students seldom solve a problem, they just work on solutions. Second, there may not be a single right answer to a problem. In problem-solving, one accumulates data, considers alternatives, and makes a decision based on data available.

GROUP WORK

Working with others in groups is one of the most needed patterns in adult life. Many people find security in groups. Success in personal life and in a chosen career often depends in part to a great extent on the ability to operate effectively in groups. Most people are involved in group settings and group relationships throughout their lives.

Group experiences for children begin in their families and with people in their neighborhoods. Participation in groups continues in school and in such out-of-school activities as Scouts, church, sports, gangs, and various other social and political groups. Effective activity in a group setting, then, is a lifetime skill, the processes of which may be developed, practiced, and refined in the classroom.

In addition, dividing a class into small groups allows the teacher to offer a wider variety of activities and more nearly meet the needs of individual students

by capitalizing on special interests and by providing different tasks for different abilities. The greater the variety of learning activities provided, the more likely the possibility that every student will have an opportunity to learn. By utilizing small groups the teacher can provide that variety, yet maintain learning within a social context.

Small groups may be the organizational pattern selected by the teacher because

- small groups permit greater involvement in discussion activities
- small-group activities offer opportunities for instruction and practice in the skills of group participation
- the use of small groups offers one of the most effective learning modes for students
- appropriate interaction in small groups is a needed pattern in adult life
- small groups offer one of the most versatile teaching arrangements for both informal discussion activities and task-oriented activities. They may be teacher directed or student directed and used for short periods of time to buzz or brainstorm or for the major portion of time devoted to an entire unit.

The method of organizing a class for group work is based on the level of development of the students. Initially, the teacher may direct one group, with the remainder of the class serving as an audience, to illustrate the group process. Later, group leaders may plan with the teacher concerning group action aimed at a specific goal. The leaders then direct the groups while the teacher rotates among the groups. Suggestions for group action may be given to group leaders in writing, group recorders may prepare a written report of the group's action, or a class which

indicates a high level of self-direction may choose leaders and plan activities. An analysis of group behavior may be appropriate if one or more groups appear to be having difficulty. For example, the recorder could determine answers to such questions as these: Do a few people monopolize the group? Does everyone have an opportunity to speak? Do members digress from the group's goal?

To enable teachers to note individual and class progress in group skills, it is necessary to establish the steps of group process. Groups begin with a purpose, a task, or problem and include such steps as

- organizing for work
- identifying leaders
- planning procedures and deciding rules
- designating responsibility
- locating media and materials
- sharing ideas and information
- keeping records of plans and decisions
- reporting to the class
- evaluating the product as well as the procedure

Many types of activities may be accomplished in groups, such as:

- Brainstorming: Group members suggest in rapid order all possible ideas related to a topic or problem with no discussion or evaluation. Brainstorming is usually a period of 10 minutes or less. The ideas suggested may then be sorted, categorized, and evaluated. This method is a rapid way of obtaining a number of ideas without evaluating them.

- Buzzing: Divisions of a larger group discuss an assigned topic and report back to the larger group. The smaller groups used in buzzing expand and discuss the ideas given. It is frequently used following brainstorming.

- Listening teams: Divisions of a larger group listen to a reading, tape, or film, with each team listening for specific items and reporting to the larger group.

- Discussing: Small groups share experiences and explore ideas concerning a topic or series of topics. The discussion may be structured or unstructured. Structured discussion aims may include planning a project or event, attempting to solve a problem or reach a decision. Unstructured discussions may include sharing experiences or other discussion which is not specifically goal-oriented. Group discussion may be used to discover how much students know about a topic or to reinforce knowledge presented in large groups.

- Performing: Small groups plan and give a dramatization, a tape, or a program.

Membership in groups should be flexible rather than static. Groups may be formed using a variety of criteria, such as achievement, interests, age, gender, mixed abilities, all leaders, all followers, noisy ones, quiet ones, friends, problem students, and "loners." The teacher is ever alert to individual needs, interests, purposes, and differences. The group should be formed with these ideas in mind and in some instances students should choose the group they work with.

RESEARCH SEMINARS

The use of the seminar as a teaching technique is one of the oldest methods of locating, discussing, and exchanging information and ideas. Yet it has great value in today's modern classroom as a method for individualizing instruction.

Webster defines *seminar* as a group studying ". . . under a professor with each doing original research and all exchanging results through reports and discussion." The greatest value of the seminar, however, is not the learning of facts, but the interaction of facts upon the subject studied and the students' actions and reactions in dealing with these facts.

The use of the seminar in a classroom requires

- a space where students can interact without disturbing other activities
- research materials (picture file for primary children or reading materials at a level the students can comprehend)
- relaxed atmosphere where a degree of noise is tolerated (especially during discussions)

The seminar group may include as few as five students or as many as 12. Students should be involved in all phases of the seminar:

- Preplanning: Select a suitable topic; determine if the topic is factual, historical, related to student experiences and interests; divide into logical components for research; establish goals and objectives.

- Organizing: Select resource materials and place in work area; prepare student guide giving overview of the subject and listing student responsibilities; assign components, or let students choose.

- Researching: Allow time according to scope of topics and amount of material available.

- Presenting: Students present, discuss, and evaluate each component of the subject in the order outlined in the overview; compare and

discuss; evaluate according to original goals and objectives.

- Evaluating: A test or other appropriate method of evaluation may be administered; list negative and positive aspects of the experience.

SIMULATION

Simulations may be defined as gaming with a specific procedure for placing the students in a position in which they must make decisions according to certain rules and procedures that are aimed at the achievement of specific objectives. A simulation permits students to live vicariously in a simplified model of a real world situation. As the students note conflicts of interest, consider alternatives, make decisions, and experience consequences of their own decisions, as well as the decisions of others over whom they have no control, they gain experience comparable to real life situations. Thus, characteristics of simulations include the following:

- Students are actively involved.
- Students consider alternatives and make choices.
- Decisions made by the group determine to some extent the decisions a student must make or the rules of operation.
- Students receive immediate feedback as they realize the consequences of their decisions.

Some of the advantages obtained through the use of simulations include the following:

- Motivational value for participants of all ages, adding excitement as the student takes a role in the action in contrast to a traditionally passive role of "learning about"

- Development of decision-making and problem-solving abilities of the participants
- Development of understanding regarding people-people and people-environment interactions
- Development of communicative, persuasive, and influence-resistive techniques
- Retention of factual information when the facts are used in realistic situations

Components of a simulation include

- a problem, conflict, issue, or dilemma
- roles and role descriptions for individuals and groups
- a series of choices available to players
- certain rules
- organizational structure
- conclusions

Prepackaged simulations are available commercially for small groups of two to six students and for groups of 30, 60, or more students. Available simulations for the primary grades are scarce, but the selections for middle grades and secondary students are wide and varied. In addition, many teachers design their own simulations, thereby providing for specific needs of a particular group. Simulation problems may be of a community, national, international, or school nature and may involve social, economic, or political issues. The content may be related to a current issue, an historical event, or a dilemma of the future.

The amount of class time required for simulation varies greatly. Some are designed for completion in one or two class periods; others may require two weeks or more.

A discussion period following the completion of a simulation enhances the educational value of the simulation experience. Through questioning, the teacher may

lead participants to identify specific information from data, determine cause-and-effect relationship, and compare the model to the real life situation. Thus, in a debriefing (teacher-directed discussion) session, the teacher may lead students to

- analyze techniques which enabled them to succeed or caused them to lose a game simulation
- recall decisions made previously and alternatives considered before making further decisions
- compare the situation in the simulation to the real life situation
- determine reasons for certain rules in the simulation and compare corresponding rules in the simulation to those in the real life situation

The teachers who individualize instruction can determine the needs of groups or the class and select a commercial simulation or design their own to meet these deficiencies. The needs of indivIdual students may be provided for by assigning them a simulation role which will help them develop specific competencies.

SOCIODRAMA

At a very early age, children begin to reconstruct the world around them through dramatic play. They assume roles of community workers such as the postal worker or firefighter, and play school. Dramatic play is relatively unstructured and as an educational technique is used mainly in the primary grades.

Sociodrama is structured with a definite situation involving a problem. A few students assume roles while most of the class serve as audience or observers. The action of the students is called *role-playing;* the episode acted out is a *sociodrama.*

In sociodrama the acting out of a situation is spontaneous, unrehearsed, and without costumes or

scripts; whereas a simulation usually has structured routes from which a student must choose. The problem in a sociodrama may be presented by the teacher or may emerge from the class. The background of the situation is discussed and roles are selected. They may re-enact the scene with the same or with different actors to explore the various alternatives and the consequences of each, arriving whenever appropriate at some consensus regarding the best solution.

Almost any situation involving interaction lends itself to sociodrama. The needs, interests, and maturity of individual students determine the choice. Teachers may choose historical dilemmas such as neighbors discussing the stand to take in the American Revolution, political candidates for a particular office, or issues.

The teacher who individualizes instruction will assess the needs of the students and select the situations which will achieve the desired objectives. Following are some general suggestions for successful use of sociodrama:

- Keep the situation brief.
- Discuss the situation in advance but do not indicate what students should say or how they should feel.
- Replay the situation with the same or a different cast if a need is indicated.
- Discuss the sociodrama after it is completed.
- Use some situations in which the whole class is involved.
- In initial sociodrama situations, be firm about any laughter or distracting comments on the part of the "audience" in order to achieve a realistic mood on the part of the actors.

ORAL HISTORY

Oral history is the gathering of historical information concerning eras or events from people living at the

time. The people interviewed may or may not have been directly involved in any particular event; that is, a person questioned concerning World War II may have been involved in civilian work, may have been a child at the time, may have been a member of the armed forces, or may have been involved in policy-making on a local, state, or national level.

The purpose of this method is to gather different points of view and the feelings and memories of participants in events. This method of collecting historical data lends itself easily to varied instruction. The student doing the interviewing may

- work alone
- work with another student
- work with a group

The student may choose to

- concentrate on one point of view
- consider different attitudes and points of view
- investigate a single event
- explore an era or specific time in history, for example the depression of the 1930s
- collect data concerning a trend or development in society

The student or group may choose the subject to be investigated and the individuals to be interviewed, or these may be chosen or suggested by the teacher. In either case, students must be well versed in the art of questioning and conducting interviews. In order to do this they should have a definite plan, including

- a basic purpose of the interview
- objectives toward which they are working
- information desired
- how they will direct the interview without losing control and without being so rigid that they miss vital information and attitudes

- how to edit, organize, and present material collected

The basic technique of oral history is the interview, but it lends itself well to the use of new technology. Among these are tape recorders, cassettes, and the sound motion pictures. Slides may be used as support data along with the oral information. The organized material may be presented as a written essay or report or as a documentary film, filmstrip, or slide presentation. It can be presented with or without comments and conclusions by the interviewer.

Skills and attitudes developed should include

- working with other individuals
- empathizing with other human beings
- increasing ability to listen
- broadening of experience and understanding of an event, period in history, or attitude toward an issue
- organizing raw material
- effectively presenting collected information

Inherent in the use of oral history are certain problems the student should be aware of:

- Faulty memory of the interviewer
- Misinterpretation of both questions and answers
- Collection of material irrelevant to the stated objectives
- The bias of the person interviewed
- Difficulty in accepting attitudes different from those held by the interviewer, including a tendency to judge or censor the material in terms of the interviewer's own bias or prejudice

RECORDKEEPING

Recordkeeping is a fundamental part of varying classroom strategies in order to know each student's needs, learning preferences, weaknesses, and achievements. Five forms are included here as suggestions to help teachers set up their own system or procedures.

The Record of Needs is maintained by the teacher but should be utilized by the students. It gives the student's name, types of pretest used, a general diagnosis which includes learning, and a specific diagnosis.

The Activity Sheet includes the objectives, the level of individualization, materials available, and suggested methods of using these materials. It is meant to be a list of school resources on the topics and some suggestions to the student for methods of utilizing these resources.

The Student Worksheet is to be filled in by students as they proceed with their study to reach the objective. It gives their names, the objective on which they are working, the materials they are using as they use them, and the manner or method in which they are using them.

The Student Calendar is also maintained by the students themselves. The purpose of the calendar is to help the students organize their time and activities in an individualized atmosphere. The students should plan as much of the calendar ahead of time as possible to help pace themselves. However, the calendar must be flexible enough to allow for the misgaging of activity times, sickness, other emergencies or spur-of-the moment happenings such as a special assembly or outside resource people. The teacher should keep a close

check on the calendars in order to find areas in which the students need special help but were too shy to ask and to keep students from wasting their time.

Records of Achievement are kept by the teacher in consultation with the student. The record includes the student's name, the objective studied, levels of individualization, specific materials and resources which the student used, methods of learning or using the resources, type of evaluation, and the degree of proficiency or how well the student did on the evaluation.

RECORD OF NEEDS

Name: Dick Wells

Objectives: The student will be able to name and locate all the desert areas of the Western Hemisphere on a map and give their relative locations to other areas previously studied. The student will be able to compare in any manner he or she chooses (such as project with paper, oral presentation, discussion with teacher) physical characteristics, land utilizations, and cultures of two of the deserts and give reasons for the differences and similarities. (Teacher may prefer to refer to objectives by code numbers such as "Unit: Deserts, Objective 3.")

Pretests: Pretest on relative and specific location was 70% wrong. On pretest of physical and cultural characteristics of the Western Hemisphere, Dick scored 80% correct.

General Diagnosis: Dick seems to learn best by discussing, listening, and working in groups. Needs to be encouraged to read more.

Specific Skills, Knowledge, Attitudes: Lacks skills for determining relative location, probably needs review work and cardinal directions. Lacks information base for locating desert areas and understanding the activities of the people. Thinks all deserts are sand dune deserts. Thinks the peoples of the western deserts are backward, stupid, and untalented. Thinks all occupants of deserts are nomadic.

ACTIVITY SHEET

Name:_____

Objective: The student will identify three geographical characteristics of middle European and Russian population centers which have more than one million people.

METHODS / MATERIALS	Units	Inductive Approach	Learning Packets	Contracts	Independent Study	Programmed Instruction	Case Studies	Problem-Solving	Group Process	Research Seminars	Simulation	Sociodrama	Oral History	(Other)
Games														
Art														
Books														
Magazines														
Pamphlets														
Films														
Sound Filmstrips														
Filmstrips														
Slides														
Transparencies														
Flannel Boards														
Picture Files														
Free & Inexpensive Materials														
Community Resources														
Tapes, Records														
Programmed Materials														
Simple Concept Films														
Learning Center														
Maps & Globes														
Graphic Illustrations														
Artifacts														
Multimedia Kits														
Music														
(Other)														

STUDENT WORKSHEET

Name: Roberta Rutledge

Objective: The student will identify geographical characteristics of Middle European and Russian population centers which have more than one million people.

Method of Instruction: Independent study

Materials:

Oxford Atlas of the U.S.S.R. and Eastern Europe

Books:

Geography of the U.S.S.R. and Middle Europe
Czechoslovakia Today
Baltic Countries in the Modern World
The Russians
A Pictorial Guide to Eastern Europe

Encyclopedias:

Encyclopedia Britanica

Magazines:

National Geographic Magazines

Films:

U.S.S.R.
Eastern Europe

Slides:

U.S.S.R.
Eastern Europe

Community Resources:

Interviews with
Mr. Vaclav Hunacek
Mrs. Viola Huggins

CALENDAR OF STUDENT ACTIVITIES

Name: Roberta Rutledge

Dates: October 4-22

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Week	Read textbook section on Russia, pp. 106-128.	Play game with seven others on locating a Russian industry.	Finish game and participate in debriefing with group and teacher.	Do map comparison research of USSR railroads and major resource deposits.	Begin Learning Activity Packet on *Cultural Aspects of USSR and Eastern Europe.*
Second Week	Continue LAP.	Continue LAP.	Meet with three others for discussion of LAP.	Take posttest for LAP. Listen to Mr. Hunacek speak and ask questions.	View film on USSR. Participate in discussion group after films.
Third Week	View film on Eastern Europe and participate in discussion group after film.	Do independent study in library on urban development in the USSR and Eastern Europe.	Continue library work.	Finish library work and turn in research project.	Take oral test from teacher on USSR and its satellites.

RECORD OF ACHIEVEMENT

Name:	Dick Wells
Objectives:	See Dick's Record of Needs. Location and relative location of deserts of the Western Hemisphere. Comparison of two Western Hemisphere deserts, physically and culturally.
Level of Instruction:	Level II--Same objectives but different routes which are his choice
Resources Used:	Commercial tapes; cards; activities; atlas; desk map; slides of Atacama and Mojave Deserts; textbooks; library books; *National Geographic;* Mr. Wilbur Reynolds, mining engineer; *U.S. News and World Report*
Methods of Learning:	Listening, viewing, reading, interviewing
Types of Evaluation:	Map test. Panelist on a mock TV show discussing his or her life in the Atacama and Mojave Deserts and their environments as though he or she had spent some time in both.

Degree of Proficiency: Excellent presentation; used maps to show his areas and brought out differences in cultures, land uses, economic developments, physical environments, the problem of El Niño current, and political problems. Used pictures and charts. Made 100% on the map tests. Could not tell from Dick's presentation whether his attitudes changed toward the less technologically involved cultures of some of the Peruvians and Chileans but he presented all materials in a positive way.

MODELS OF CLASSROOM STRATEGIES

The teacher's role is to open as many doors as possible.

David F. Kellum

The aim of education is to create independent learners.

Unknown

The models in this section are included to help teachers use new or varied classroom strategies in existing programs at elementary and secondary levels. The models are segments of units which teachers may use as presented or may adapt to provide for the needs of a particular student or group of students. The models vary in the time necessary for completion, ranging from two or three class periods for the primary model to two or three weeks for the models suggested in world studies. Other models contain suggestions for individual projects or for group cooperative endeavors, the time requirement being dependent on the activity selected and student ability.

The models provide for a variety of grouping patterns. They include introductory activities for large groups and a variety of activities suitable for individuals and small groups. The models are appropriate for individualized instruction since they provide the following:

- Options from which the student may choose according to interest and/or aptitude
- Information which may be acquired through seeing and listening as well as through reading, thus providing for the needs of students who learn best through different methods
- Ideas which may be expressed through dramatic representations, construction of models or artistic creations as well as orally and in writing, enabling students to utilize their unique capabilities
- Student pacing

In addition to these characteristics, the models offer an opportunity for the development of individual initiative and sense of responsibility as the student selects and completes an activity. The group activities enable "loners" to feel like important members of a team with skillful guidance by teachers who are aware of their talents and place them in a group where their abilities can be utilized and appreciated. Group activities also afford valuable opportunities for developing, practicing, and refining group process skills.

The Independent Study Project, page 84, presents a model for research activities to be accomplished by students capable of self-direction and independence.

INDUCTIVE EXERCISE

Topic: Community Workers

Grades: Primary

Materials: Six pictures of community workers

Objective: The student will learn inductively as a member of a group, forming an hypothesis and supporting the hypothesis with specific data.

Introduction: Ask the class to name different kinds of workers in their community. List on the chalkboard or on a chart. Encourage students to be as comprehensive as possible.

Group Activity: Divide the class into six groups. Give each group a picture of a community worker. Ask each group to study the picture and decide what kind of work he or she performs (forming a hypothesis). To test the hypothesis, ask each group to decide how they identified the worker and the type of work done. Questions such as the following may guide their discussion:

- Do you see any tools?
- Is the worker dressed in any special way?
- Have you ever seen people doing this kind of work?
- Does anyone in your family do this kind of work?
- How could you be certain that your guess is correct?

In developing a conclusion, each group may prepare reports to present to the class, including such information as

- who the worker is and the kind of work performed
- how and what you know about the work
- why this worker is important in the community

For individual types of study let students see how things change by

- looking at old mail-order catalogues to see if they can find any changes in tools or dress of community helpers
- finding out the kind of work and tools their parents or grandparents used when they were young or that community workers used when they were young
- imagining themselves as adults and describing in any manner they choose what kind of work they think they would like to do

SIMULATION

Topic: Texas After the Revolution, 1836

Grade or Subject: Seventh Grade Texas History and Geography

Objective: The student will utilize simulation to

- examine available historical sources for understanding aspects of decision-making in Texas in 1836 after the revolution

- present the arguments of various groups and make historical decisions
- understand decisions facing the people of Texas after the Texas Revolution
- improve decision-making skills
- understand some of the problems of minorities in political and economic situations
- improve research skills
- improve group dynamics

Description: In the simulation of Texas after the Revolution, there are seven roles:

Role 1: Pro-England and France (countries which are for Texas independence so that it may be a buffer or check to growing American power)
Role 2: Pro-independence (but not necessarily pro-England or France)
Role 3: Pro-United States (for joining the Union)
Role 4: Indian (Research what happens to the Indian and report to Decision-Makers. However, they must have NO direct influence on determining what decision is made for the future of Texas.)
Role 5: Mexican descent with obviously Spanish surname (Same procedure as in Role 4)
Role 6: Black (Same procedure as in Role 4)
Role 7: Texas Decision-Makers (listen to all arguments and decide which way to go with a written explanation.) The Decision-Maker role cards will be divided into regional cards--East Texas, The Valley, West Texas, Hill Country, and Blacklands. Members of each region should work together to determine their major economic activities and interests during this period in history. They should attempt to stand together, although they need not.

The class members draw role cards. The number in each role is determined by class size, although Role 7 must have the largest number of members. Roles 1,

2, and 3 should have at least two members but not more than four. (Library facilities may determine maximum size of groups.) Roles 4, 5, and 6 should probably have no less than two members. The Decision-Makers must constitute the largest group.

Roles 1, 2, and 3 research the arguments for their viewpoints and present them to the Decision-Makers in order to convince them. Roles 4, 5, and 6 research what their condition is at the time and present their situation to the Decision-Makers. However, they present no arguments for the political future of Texas.

The Decision-Makers must determine their own organization and method of arriving at a decision on the political future of Texas. They must write out their decision and the reasons for arriving at their conclusion.

Although the Decision-Makers will probably feel that they must vote on the side of the group which presented the best argument, they need not. In fact, if they can see other alternatives or arguments, they may use these. They may also vote emotionally. However they decide, they must tell their reasons for their decision.

Debriefing should include

1. most significant thing learned
2. evidence of data learned from game
3. how realistic game was
4. actual outcome in Texas history, arguments and future changes which could take place (such as the possibility of splitting up into five states with senators and representatives of each)
5. how the minorities felt about the situation
6. why the minorities had little or no influence on the political decisions of Texas in 1836

GROUP WORK

Topic: The Soviet Union and Eastern Europe

Subject: World Geography or World History

Objectives: After an introductory period, the student will cooperate with their groups in planning and completing activities related to the study.

The students will gain a knowledge base for understanding the interrelationships of the physical and cultural environments and demonstrate these understandings to the rest of the class through any type of group presentation which each group wants.

Introduction: Present a brief lecture giving an overview of the unit. Show films and other available media. Direct map study and examination of textbook information.

Group Activities:

Planning: Divide the class into five or six small groups. Assign or let groups choose from the following topics:

USSR: Land and Topography
USSR: Government and Economy
USSR: People and Their Folk Customs
USSR: Culture
Eastern Europe: The Balkans
Eastern Europe: Countries of the North

Collect a wide variety of magazines, books, textbooks, travel folders, and media containing pictures and information about the Soviet Union and Eastern Europe. These may be placed in the classroom or made available to students in a resource room library.

Implementing: Students may be arranged in groups in any manner which the teacher chooses, such as conversation groups, all talkers in one set of groups and

all quiet students in another set of groups, a mixture of strong and weak students in each group. Appoint or have members elect a chairman for each group. The chairperson plans with group members at the beginning of each class, helping set the day's objectives; assists members with materials or media as needed; and directs a brief evaluation to assess the degree to which objectives have been met at the end of the class period. The recorder places completed work in a folder or displays it on the bulletin board and keeps records as needed, including how the group functions and operates. (See page 34).

Provide a copy of the suggested activities for each group topic to the members of that group. Group members are not expected to complete all the activities listed and may substitute activities other than those listed if desired. Each group member should be able to choose from the list of activities according to his or her interest and ability and should complete the assignment at his or her own rate.

An additional activity for the total class might be preparation of a booklet, "Who's Who in Russia and Eastern Europe." Class members who wish to participate may prepare a biographical sketch of any person, past or present, of importance in literature, politics, music, art, science, or mathematics.

Reporting and Sharing: The recorder for each group may arrange completed materials in a folder. The six folders may be circulated to class members.

Each group also shares experiences through illustrated reports, a dramatization, a "television" report, or other presentation decided upon by the group.

The reporters may form a panel and discuss how their groups worked and, without using any names, how they cooperated or did not cooperate with each other; what problems and successes they had; whether one

person monopolized things, and why they thought the group reacted as it did.

Evaluating: Evaluation may include one or more of the following in which both the process and the content should be considered:

- Discussion (total class or group) listing the positive and negative aspects of the experience
- Essays giving personal views of the experience
- A checklist containing statements about wise use of time, working quietly, accomplishments, etc.
- A paper: "I would like or not like to visit Russia and Eastern Europe because . . ."

Suggested Group Activities:

USSR: Land and Topography

Do research and prepare selections from the following:

- A map showing
  - .. Rivers and mountains
  - .. Cities
  - .. Lakes
  - .. Vegetation
  - .. Political divisions
  - .. Climate zones
- Reports concerning
  - .. Size
  - .. Location
  - .. Physical features (plains, mountains, coastline, rivers)
  - .. Climate zones (tundra, taiga, steppe, desert, Mediterranean)
  - .. Temperature extremes
  - .. Volga River

. Sketches or pictures, such as

.. Scene along the Volga
.. Village in winter
.. Country home in summer
.. Snowstorm

. Clippings from newspapers
. Bulletin board displays
. Notes about films viewed

USSR: Economy and Government

Choose from the following activities:

.. Reports concerning

.. The Soviet economy before 1917
.. Collectivization of agriculture
.. Russian standard of living
.. Health care and pensions
.. Role of the Communist Party
.. The comintern
.. Foreign policy since Stalin
.. Manufacturing
.. Work opportunities
.. Transportation
.. State farms
.. Economic problems in Russia

. Map showing

.. Population distribution
.. Resources
.. Products
.. Trans-Siberian Railway
.. Agriculture

. Sketches or pictures of

.. A Russian subway
.. Other modes of transportation
.. Buildings

. Charts showing

.. Resources
.. Consumer products

. Collections of

.. Russian stamps
.. Pictures of Russian products
.. Newspaper clippings about the economy of Russia
.. Newspaper clippings about Soviet leaders

. Items for the bulletin board
. Notes about films viewed

USSR: People and Their Customs

Do as many of the following as time permits.

. Reports concerning

.. Slavs: Great Russians, Ukrainians, Byelorussians (White Russians)
.. Baltic Peoples: Estonians, Latvians, Lithuanians
.. People of Central Asia: Uzbeks, Turkmen, Kazokhs, Kirghiz, Tadzhiks
.. People of the Caucasus: Armenians, Georgians, Azerbaijanis
.. Jews
.. Religion in Russia
.. Soccer, the Soviet national sport

. People who influenced Russia

.. Mongols
.. Peter the Great
.. Peasantry
.. Vladimir Lenin
.. Karl Marx
.. Josef Stalin

. Charts showing

.. People of Russia
.. Languages and religions

- People who have influenced Soviet

  .. government
  .. literature
  .. arts and crafts
  .. music

- Sketches or pictures of

  .. Churches
  .. Crafts
  .. Peasant homes
  .. People at work
  .. Marriage customs

- Newspaper clippings
- Notes about films viewed
- Items for the bulletin board

USSR: Cultural Life

Choose from the following activities.

- Reports concerning

  .. Writers of the nineteenth century

  Alexander Pushkin
  Nikolai Gogol
  Ivan Turgenev
  Fyodor Dostoyevsky
  Leo Tolstoy
  Anton Chekov
  Maxim Gorky

  .. Writers of the twentieth century

  Boris Pasternak
  Mikhail Sholokhov
  Alexander Solzhenitsyn

  .. Religions
  .. Poets
  .. Music
  .. Architecture
  .. Education
  .. Social life
  .. Arts and crafts

. Sketches or pictures of

.. Onion-shaped domes
.. Typical styles of homes
.. Other examples of architecture
.. Items of clothing
.. The Kremlin

. Charts showing

.. Writers and poets
.. Artists, musicians
.. Religions
.. Languages

Eastern Europe: The Balkans

Do as many of the following activities as time permits.

. Maps of

.. Albania
.. Bulgaria
.. The Balkans - Countries and Cities
.. The Balkans - Rivers and Mountains
.. Rumania (Romania)
.. Yugoslavia

. Reports concerning

.. Life in the Balkans before communism
.. Albania
.. Bulgaria
.. Music and literature of the Balkans
.. Land and climate of the Balkans
.. Economy of the Balkans
.. Josip Broz Tito
.. Yugoslavia and its customs

. Charts showing

.. Countries, capitals, and larger cities
.. People, religions, languages

.. Important people in literature, art, and music
.. Historical events
.. Holidays

. Sketches or pictures of

.. People
.. Homes
.. Crafts
.. Products

. Notes about films viewed
. Clippings from newspapers
. Items for the bulletin board

Eastern Europe: Countries of the North

Choose from the following:

. Maps

.. Hungary
.. Czechoslovakia
.. Poland
.. East Germany
.. Countries of the North--rivers and cities

. Reports concerning

.. Life in Hungary
.. Art and music of Hungary
.. Hungarian history
.. Czechoslovakia
.. Prague
.. Poland
.. Life in East Germany
.. Cities of the countries of the North
.. Krakow
.. Cestochowa
.. Customs

. Charts showing

.. Countries, rivers, cities
.. Peoples, languages, religions
.. Important people in politics, art, music, literature

. Newspaper clippings

. Sketches or pictures of

.. People
.. Buildings
.. Families at work
.. Schools

. Items for bulletin board display
. Notes about films viewed

LEARNING PACKETS

Topic: Confluence of Cultures

Subject: American History, American Cultures, Advanced Texas Studies

Instructions to the Teacher

Instructional Approach:

This learning packet consists of discovery activities for the student, information to be furnished by the teacher, readings, and tapes.

Identification of Learners:

Any student in a study of cultures and their confluence with others would benefit from this learning packet.

Special Instructions:

1. Audiovisual materials and equipment needed--Tape recorder, 1200-foot blank tapes, two slide carrousels and one slide projector, camera and film, and one filmstrip projector

II. Printed materials--Sources of pictures, such as magazines and brochures; map of Texas; some of the following books:

Arsensberg, Conrad M. *Introducing Social Change: A Manual for Americans Overseas.* Chicago: Aldine Publishing Co., 1964.

Dorson, Richard M. *Buying the Wind.* Chicago: University of Chicago Press, 1964.

Hail, Edward T. *The Silent Language.* Garden City, N.Y.: Doubleday, 1959.

_____. *The Hidden Dimension.* Garden City, N.Y.: Doubleday, 1966.

Handbook of Texas. Vols. I and II. Austin: Texas Historical Association, 1952.

Kubiak, Daniel J. *Ten Tall Texans.* San Antonio: The Naylor Co., n.d.

Lewis, Oscar. *Five Families.* New York: New American Library, 1959.

Lipset, Seymour M. *Elites in Latin America.* New York: Oxford University Press, 1967.

Nava, Julian. *Mexican Americans: Past, Present, and Future.* New York: American Book Co., 1969.

_____. *Viva la Raza.* New York: D. Van Nostrand, 1973.

Paz, Octavio. *Labyrinth of Solitude.* New York: Grove Press, 1962.

Robinson, Cecil. *With the Ears of Strangers: The Mexican in American Literature.* Tucson: University of Arizona Press, 1963.

Toor, Frances. *A Treasury of Mexican Folkways*. New York: Crown Publisher, 1947.

III. You will need to have a prepared presentation on Anglo beliefs, arts, language, man-made things, and institutions. You will also need a similar presentation on Mexican ones.

Key to Pre-evaluation:

I. The definitions which the students give should have the following elements:

A. Anglo American: An English-speaking citizen whose ancestry can be traced to Northern or Central Europe.

B. Mexican American: A citizen whose ancestry can be traced to Mexico, usually Spanish speaking.

C. Culture: Recurring traits or patterns of behavior and beliefs of a people.

D. Values: Feelings and patterns of thinking that influence attitudes, behavior, and way of life of people.

E. Confluence of Cultures: The coming together of a number of life styles which may exist side by side or which may be blended.

F. Blending of Cultural Characteristics: The mixing of elements of one culture with those of another culture until they become a part of the second culture.

II. On this part of the pre-evaluation, the teacher will have to use his/her own best judgment of whether the answers are correct or not.

Post-evaluation:

I. Of the following areas--beliefs, man-made things, language, arts, and institutions--give two examples from each that are primarily Anglo in origin and that have remained in Texan culture and explain why you think these are examples.

II. Of the following areas--beliefs, man-made things, language arts, and institutions--give two examples from each that are primarily Mexican in origin and that have remained in Texan culture. Explain why you feel these are examples.

III. From the areas of man-made things, language, arts, and institutions, give two examples of each that reflect a blending of the Anglo and Mexican cultures and explain why you feel these are examples.

Key to Post-evaluation:

On questions 1, 2, and 3, teachers will use their own best judgment of whether the answers are correct or not.

Student Learning Packet

Objectives:

The student will learn to make decisions about his or her learning styles by choosing activities.

The student will improve his or her ability to interact with those of other groups by participating in lesson and self-check activities with other ethnic groups.

Of the following areas--beliefs, man-made things, language, arts, and institutions--the student will give two examples from each that are primarily Anglo in origin and that have remained in Texan culture.

Of the following areas--beliefs, man-made things, language, arts, and institutions--the student will give two examples from each that are primarily Mexican in origin and that have remained in Texan culture.

Of the following areas--man-made things, language, arts, and institutions--the student will give two examples from each that reflect a blending of the two cultures.

Pre-evaluation

Purpose: To determine if you know the following terms which are necessary to complete this learning packet, and to determine if you know the concepts and information which are presented in this learning packet.

Instructions: Answer all of the following questions.

A. Define each of the following terms:

1. Anglo American
2. Mexican American
3. Culture
4. Values
5. Confluence of cultures
6. Blending of cultural characteristics

B. List:

1. Five examples of Anglo culture in Texas life

2. Five examples of Mexican culture in Texas life
3. Five examples of a blending of Anglo and Mexican traits

When you have finished this pre-evaluation, take it to your teacher for evaluation.

Lesson I

Generalization: Some elements of Texan culture reflect an Anglo origin.

Objective: Of the following areas--beliefs, man-made things, language, arts, and institutions--give two examples from each that are primarily Anglo in origin and that have remained in Texan culture.

Instructions: Select from the following activities only those you need to pass the self-check. When you have passed the self-check, go on to Lesson II. If you fail to pass the self-check, do more activities.

Activities:

1. LIST 10 of your personal beliefs or values.

2. DISCUSS your list of personal values in a small group with the teacher and determine why each is important.

3. GO to your resource center, library, or teacher to find a book or chapter which has information on Anglo beliefs and values and read it. Books such as *The Silent Language* by Edward T. Hall (Doubleday, 1959, or Premier); *Introducing Social Change: A Manual for Americans Overseas* by Conrad M. Arensbury (Aldine Publishing Co., 1964); or *The Hidden Dimension* by Edward T. Hall (Doubleday, 1966) may be useful.

4. COMPARE your list with a set of Anglo beliefs such as those about which you have read.

5. TAPE interviews with a Mexican American and an English teacher on what each thinks Anglo values are. If there are differences, return to each and ask why.

6. DISCUSS the tapes you or others made in a group to determine how valid group members think the tapes are.

7. ASSEMBLE a set of slides or prints showing what you consider to be Anglo arts or man-made things, such as courthouses, parks, wooden houses with porches, breezeways in the middle of houses (sometimes called dog runs), screened porches, street patterns in square blocks, windmills, etc.

8. READ a selection by an Anglo author suggested by your teacher (such as J. Frank Dobie, Walter Prescott Webb). Write a brief analysis of this selection, pointing out Anglo beliefs illustrated in it.

9. LOOK UP all definitions of the word *institution* in at least two different dictionaires.

10. NAME institutions within your town which reflect Anglo culture.

11. LOCATE a structure in your town which is a good example of Anglo architecture.

12. SELECT from the given list of words those which are strictly Anglo in origin:

barbed wire	plaza
patio	adios
rio	corral
cowboy	spur

skyscraper	coyote
rodeo	papoose
barbecue	ranch
roundup	squaw
sheriff	rendezvous

13. LOCATE on a Texas map a minimum of 15 towns with names which are Anglo in origin.

14. TEACH a group to do the Texas Star square dance.

15. GO to the teacher for a taped or large-group general lecture on Anglo beliefs, man-made things, language, arts, and institutions.

Self-Check

Write three examples in each of the areas of beliefs, language, arts, institutions, and man-made things that are Anglo in origin and which are presently found in Texan culture.

Beliefs:

1.

2.

3.

Language:

1.

2.

3.

Arts:

1.

2.

3.

Institutions:

1.

2.

3.

Man-made Things:

1.

2.

3.

Go to two other students, preferably Anglos who you think know this learning packet, and let them read your answers to determine if they think your answers are correct. If they say "yes," go on to Lesson II.

Lesson II

Generalization: Some elements of Texan culture reflect a Mexican origin.

Objectives: Of the following areas--beliefs, man-made things, language, arts, and institutions--give two examples from each that are primarily Mexican in origin and that have remained in Texan culture.

Instructions: Select from the following activities only those you need to pass the self-check. When you have passed the self-check, go on to Lesson III. If you fail to pass the self-check, do more activities.

Activities:

1. LIST 10 of your personal beliefs or values.

2. DISCUSS your list of personal values in a small group with the teacher to determine why each is important.

3. ASK your parents what some of their beliefs and values are. Write down five.

4. ARRANGE for five Mexican American students in your school to serve on a panel to discuss Mexican American values.

5. GO to your resource center, library, or teacher to find a book or chapter which has information on Mexican beliefs and values and read it. Books such as *Five Families* by Oscar Lewis (Mentor Books, New American Library, 1959); *Elites in Latin America* by S. M. Lipset (Oxford University Press, 1967); and *A Treasury of Mexican Folkways* by Frances Toor (Crown Publishers, 1947) may be useful.

6. COMPARE your list of Mexican beliefs with those about which you have read.

7. TAPE interviews with a Mexican American minister or priest and an Anglo minister or priest on what each thinks Mexican values are. If there are differences, return to each and ask why.

8. DISCUSS in a group the tapes you or others made to determine how valid each group member thinks the tapes are.

9. ASSEMBLE a set of slides or prints showing what you consider to be Mexican arts or man-made things, such as patios, town squares, churches, open-air markets, piñatas, mariachis, types of pottery, foods, painted gourds, colorful buildings, types of furniture, or grillwork.

10. ASK your Spanish teacher for a short story or selection by a Mexican author which illustrates some Mexican beliefs or values. Read it.

11. LISTEN to a taped story which portrays aspects of the Mexican way of life, such as stories found on the following Spanish-language tapes available from the Texas Education Agency, Resource Center, 201 E. 11th Street, Austin, Texas 78701.

Pinceladas del campo mexicano I (Tape No. AB 2068-30)
Pinceladas del campo mexicano II (Tape No. AB 2069-30)
Escenas de provincia I (Tape No. AB 2070-30)
Escenas de provincia II (Tape No. 2071-30)
Aspectos de la vida citadina I (Tape No. AB 2072-30)
Aspectos de la vida citadina II (Tape No. 2073-30)
Aspectos de la vida citadina III (Tape No. AB 2074-30)

12. NAME institutions within your town which reflect Mexican culture.

13. LOCATE a structure in your town which is a good example of Mexican architecture.

14. SELECT from the given list of words those which are strictly Mexican in origin.

barbed wire	plaza
patio	corral
rio	spur
cowboy	coyote
skycraper	papoose
rodeo	ranch
barbecue	squaw
roundup	rendezvous
sheriff	adios

15. LOCATE on a Texas map a minimum of 15 towns with names which are Spanish in origin.

16. SING or play a record of a Mexican song in Spanish and ask someone to translate it into English if you cannot yourself.

17. TEACH a group to do the Mexican hat dance or la bamba.

18. EAT a so-called Mexican dinner and get recipes from an authentic Mexican cookbook. Try to decide what was really Mexican in your dinner and what represented a confluence of cultures.

19. GO to the teacher for a taped or large-group general lecture on Mexican beliefs, man-made things, language, arts, and institutions.

Self-Check

Write three examples in each of the areas of beliefs, language, arts, institutions, and man-made things that are Mexican in origin and which are presently found in Texan culture.

Beliefs:

1.

2.

3.

Language:

1.

2.

3.

Arts:

1.

2.

3.

Institutions:

1.

2.

3.

Man-made Things:

1.

2.

3.

Go to one or two other students, preferably Mexican American, who you think know this learning packet and let them read your answers to determine if they think your answers are correct. If they say "yes," go on to Lesson III.

Lesson III

Generalization: Some elements of Texas life are a blend of Anglo and Mexican cultures.

Objectives:

1. You will be able to give an example of blending of Anglo and Mexican elements in Texas life from each of the areas of language, man-made things, arts, and institutions.

2. Given a list of 20 cultural characteristics observable in Texas life, you will be able to identify at least five of those which represent a blending of the Mexican and Anglo c.iture.

Instructions: Select from the following activities only those that will enable you to pass the self-check at the end of this lesson. If you pass, ask for the post-test. If you do not pass the post-test, continue with the activities.

Activities:

1. PHOTOGRAPH (or provide a picture) of a building somewhere in Texas that is both Anglo and Mexican in character.

2. IDENTIFY and perform (by singing with or without accompaniment) three popular songs in which the words are in English but which reflect Mexican life or culture in theme or in tempo.

3. SELECT from historical accounts of two well-known figures around whom both Mexican and Anglo legends have grown, for example, James Bowie and Francisco (Pancho) Villa. Choose one episode from the life of each which captures your interest and imagination and present them to the class. The presentation may be in the form of (a) role-playing (b) an oral report supported by pictures, slides, a film, or filmstrip.

4. READ or listen to taped recordings of <u>one</u> Mexican and <u>one</u> Anglo story both of which have the same folk theme or motif.

   WRITE or present orally a comparison of the treatment of the theme or motif in each story.

   Two such stories are:

   (a) "The Apple Tree," from Richard M. Dorson's *Buying the Wind* (Chicago: University of Chicago Press, 1972).
   (b) Chaucer's "The Merchant's Tale"

5. COMPILE a list of 10 cities in Texas which have Spanish names. Draw a map showing their locations.

   CONSULT the *Handbook of Texas* (Austin: Texas State Historical Association, (1952) to determine the name origin of two of the cities.

PRESENT to the class an oral report in which you do these things:

- Show the map.
- Give both the English and Spanish pronunciations of each of the 10 cities.
- Tell the class about the origin of the names for two of the cities.

6. CONSULT an unabridged English dictionary on the origin of each of these words: *rodeo, fiesta, lariat, lasso, corral, chaparral, patio, siesta, arroyo.*

7. FROM the list below of 20 cultural items observable in Texas life, identify at least five which are a blend of Anglo and Mexican cultures and explain why you think they are a blend.

1.	Plaza	11.	Bowling
2.	Corn chips	12.	Poncho
3.	Piñata	13.	Saddle dolly (horn)
4.	Patio	14.	Rodeo
5.	Siesta	15.	Pecan pie
6.	Tortilla	16.	Jai alai
7.	Christmas tree	17.	Country fair
8.	Chaps	18.	Ranch
9.	Ten-gallon hat	19.	Automobile
10.	Bullfights	20.	Cowboy

Self-Check

Write three examples in each of the areas of beliefs, language, arts, institutions, and man-made things that are a blend of Mexican and Anglo cultures and which are presently found in Texan culture.

Beliefs:

1.

2.

3.

Language:

1.

2.

3.

Arts:

1.

2.

3.

Institutions:

1.

2.

3.

Man-made Things:

1.

2.

3.

Go to one or two other students who you think know this learning packet and let them read your answers to determine if they think your answers are correct. If they say "yes," go on to your teacher for the post-evaluation.

Quest

If this learning packet interested you, you might want to

- read the answers given by other students on their post-evaluations to verify them.
- research Negro-Anglo or Indian-Mexican confluence.

Student Evaluation

What did you like the most about this learning packet? What did you like the least about this learning packet? Do you consider what you learned from this packet important? Would you recommend this packet to your friends? Why or why not? Have you ever used learning packets before?

INDEPENDENT STUDY WITH CONTRACT

Topic: Any topic

Grade or Subject: Any grade or subject in Social Studies

Objective: Any related objective

Independent Study Project
Any Grade or Subject in Social Studies

Offer the following "contract" to a student who is independent and self-disciplined or one who needs to develop these qualities.

To: _____

You are selected to participate in a Social Studies Independent Study Project. You may choose any topic related to the present unit of study and confer with your teacher for approval of the topic.

Instead of attending class during the next two weeks, you may work in the library or anywhere most appropriate for research on your topic and for preparation of a report. You will present the results of your research report to the class with a recording, art work, class demonstration, a performance, or other original method.

If you accept the contract, you will agree to the following conditions:

1. You will read widely on your topic and prepare a bibliography, taking notes as you feel necessary.
2. You will set up conferences with your teacher at least twice a week to show your progress, ask questions, and receive direction.

3. You will not be responsible for any class assignments during the two weeks.
4. You will complete a written report and present an illustrated report to the class at the conclusion of the two weeks. Your grade will be based on these reports.

You may reject this contract without penalty. Please consider it carefully and talk with your parents about it.

_____
Teacher's Signature

We have read the above and accept the opportunity.

_____
Student's Signature

_____
Parent's Signature

I have approved the above _____
Principal's Signature

THE UNIT

This may be an ongoing unit, lasting throughout a quarter or a year.

Topic: Current Events

Grade or Subject: Any grade or subject in Social Studies

Objectives:

The study of current events is a vital part of the social studies program. In order to be relevant to today's students, the social studies should include the broad spectrum of mankind's comprehensive life experience; it should "come alive" by illustrating the concept of continuity between past and present. The judicious use of current events can achieve this. It will be necessary to help students distinguish between sensational news items (such as murder, robbery, and accidents) and those which may be played down but which will have a lasting effect on the direction taken by people and history.

The skills which could be developed or reinforced by use of current events include the following:

- Vocabulary
- Map study
- Use of charts and graphs
- Creative activities
  - Drama; role-playing
  - Interviewing
  - Cartoons and art work
  - Newspaper preparation based on either past or current history
  - Editorial writing

- Decision-making and values clarification
- Critical thinking through recognition of selective reporting, use of judgment words, recognition of different points of view, awareness of the impossibility of total objectivity
- Analysis and organization of data

Resources:

School and local newspapers but also television and radio and current news magazines. As the students mature they can use more sophisticated publications such as *Current History* and *Foreign Affairs*.

Activities:

- A group or an individual student may take one topic, covering a given period of time, and follow and report daily or weekly on developments.
- Each class member may keep a scrapbook, with comments, relating current happenings to past events.
- Groups may choose specific problems in history and do research using current publications in conjunction with past developments in the same field (problems concerning agriculture or Supreme Court decisions, for example).
- Bulletin boards can be used in many ways:

  .. To display teacher-selected materials for group or class discussion
  .. To display materials selected by different groups or individuals

- Individuals or groups can use current news to form hypotheses or conjectures concerning the future
- Individual students may choose public figures, follow their actions and analyze these for the class. (This could also be used for a scrapbook.)

- Teams could choose a topic of current interest and use debate to highlight differences of opinion and, where relevant, could use research into past events to reinforce arguments.
- Individual reports could be used as the basis for class discussion.
- Role-playing involving varying members of the class could be used effectively to present personalities, problems, or situations; groups could research, plan, and present simulated TV interviews or even re-enact situations as though before a camera.
- Individual or group research could be done on a chosen topic giving the varying points of view as depicted by different newspapers, editorials, cartoons, or television.

IV

MEDIA AND MATERIALS

The textbook is the main tool with many teachers.

Unknown

A varied educational diet is essential to individualized instruction.

Dona Kofad Stahl

SUGGESTIONS FOR SELECTING RESOURCE MATERIALS

A variety of media and materials can do much to increase learning and ensure a good social studies program. The effectiveness of learning aids, however, depends on

- skills of the leader
- size of the group
- goals and objectives
- ability of the learner
- maturity of the learner
- amount of time available
- facilities
- equipment
- quality of the resources
- discussions after use

Varied educational resources are essential to individualized instruction. The use of variety, especially audiovisual resources, can create interest, impart information, increase retention, and provide reinforcement. A variety of audiovisual materials is also indispensable for the student who best learns through this mode.

Learning resource centers within a school should provide print and nonprint materials. Reading materials include textbooks, magazines, literary selections, travel folders, newspapers, encyclopedias, pamphlets, supplementary books, teacher-prepared printed materials, biographies, and references.

Nonreading materials include pictures, maps, globes, community resources, recordings (tape, cassette, and records), films, filmstrips, art prints, and sound filmstrips.

Few schools have the financial resources to secure all the media and materials needed for all social studies subjects. Here are some principles for selection:

- The goals of learning should be clearly in mind when selecting resources.
- The most effective media will utilize a number of sensory perceptions.
- The developmental level of each student should be considered when selecting materials.
- Reading materials should provide for a wide range of abilities.
- The quality of materials should be considered; poor media may be worse than none.
- Few materials are completely self-teaching; the teacher or resource personnel must assist in the use of media and equipment, or the student must be taught its proper use.

The location of media and other instructional materials within a school depends on the size of the school, the available space, and finances. Some schools have a library in which all instructional materials are housed for use or circulation. Other schools have a library and, in another location, a resource center. Still other schools have no central place for instructional materials and all learning resources must be kept in the classroom.

The following types of resources are needed to provide for a variety of learning activities:

- Films
- Filmstrips

- Slides
- Overhead transparencies
- Flannel boards
- Picture files
- Free and inexpensive materials, such as pamphlets
- File cards on community resources, including subjects, places to visit, speakers, people to interview, and displays
- Cassettes, tapes, and records
- Programmed materials
- Single-concept items
- Learning centers
- Maps and globes
- Graphic illustrations, such as charts, graphs, posters, tables, diagrams, cartoons, and time lines
- Artifacts
- Multimedia kits

SUGGESTED MATERIALS FOR PROFESSIONAL LIBRARY

Beggs, David W., III, and Buffle, Edward G. *Independent Study: Bold New Venture*. Bloomington: Indiana University Press, 1965.

Carpenter, Helen McCracken, ed. *Skill Development in Social Studies*. Washington, D.C.: National Council for the Social Studies, 1963.

Chapin, June R., and Gross, Richard E. *Teaching Social Skills*. Boston: Little, Brown and Co., 1973.

Esbensen, Thorwald. *Working with Individualized Instruction*. Belmont, Calif.: Fearon Publishers, 1968.

Gross, Richard E., and Muessig, Raymond H., eds. *Problem Centered Social Studies Instruction*. Washington, D.C.: National Council for the Social Studies, 1971.